**Eureka Math *A Story of Units***

**Kindergarten – Module 1**

**2015-2016**

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| Table of Contents | |
| Module Assessment Overview | pages 2-3 |
| Kindergarten Standards Checklist | page 4 |
| Module 1 Mid-Module Assessment Task | page 5-6 |
| Score Sheet (optional) & Standards Assessed | pages 7-8 |
| Rubric | page 9 |
| Module 1 End-of-Module Assessment Task | pages 10-11 |
| Score Sheet (optional) & Standards Assessed | pages 12-13 |
| Rubric | pages 14 |

Test based on Eureka Math Version 4.

**Module Assessment Overview**

**Purpose of Assessments**

**Mid-Module Assessment:** These tasks address approximately the **first half** of the module’s learning objectives, and provide important information for instruction and for grading.

**End-of-Module Assessment:** These tasks are based on all standards addressed in order to gauge students’ full range of understanding of the **module as a whole**. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

**Administration of Assessments**

* Please use the specific language of the assessment.
* Use a stopwatch to document the elapsed time for each response. If a student is unresponsive, wait about 15 seconds for a response.
* Record the student’s results in 2 ways: (1) the narrative documentation after each topic set, and (2) the overall score per topic using the rubric, A Progression of Learning.
* Three days are allotted per assessment in each module’s pacing. Use these days as needed depending on the assessment option chosen.

**Assessment options:**

* Administer the Mid- and End-of-Module Assessments as 1:1 interviews at the appropriate times. (Mid-Module after Topic D, End-of-Module after Topic H.)
* Administer the assessment question for each Topic as 1:1 interviews immediately following the lessons in that Topic.
* Use the checklist (provided in packet) to observe students during the lessons in each topic. Make note of students who show proficiency (as defined by Step 3 on the rubric – see pages 8-9 and 13-14) as you teach the lessons. At the end of the topic or module, only assess students who have not shown proficiency earlier. (Note: Be sure to interview all students at some point, whether during a formal assessment or not, to ensure you have a picture of their learning so they can be challenged or supported as necessary.)

**Grading Guidance**

The grading scale on Elementary Report Cards has been changed for 2015-2016 and beyond. Please note that ***4 now indicates advanced understanding of grade level standards expected at this time of year.***

**4 – Advanced:** Student demonstrates advanced understanding of grade level standards expected at this time of year.

**3 – Proficient:** Student demonstrates proficiency with grade level standards expected at this time of year*.*

**2 – Basic:** Student demonstrates basic understanding of grade level standards expected at this time of year. Student needs additional support and practice.

**1 – Below Basic:** Student demonstrates minimal understanding of grade level standards expected at this time of year. Student needs significant support and practice.

**Rubrics and Checklists have been updated to reflect this change. Rubrics have been further modified from Eureka Math originals for clarity, accuracy, and alignment to Bethel’s grade scale.**

**General Grading Guidance:**

* If the student is unable to perform any part of the set of questions for each topic, her score cannot exceed Level 3. However, if the student is unable to use her words to tell what she did, do not count that against her quantitatively.
* If the student asks for or needs a hint or significant support, provide either, but the score is automatically lowered. This ensures that the assessment provides a true picture of what a student can do independently.
* If a student scores below Step 3, repeat that topic set again at two-week intervals, noting the date of the reassessment. Document student progress on the checklist or on the student assessment.
* On the report card, student learning is reported by CCSS domain. The Kindergarten CCSS domains are: Counting and Cardinality, Operations and Algebraic Thinking, Number and Operations in Base Ten, Measurement and Data, and Geometry.
* Grades in each domain should be based on multiple sources of evidence, including the Mid- and End-of-Module Assessments. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

**Module 1 Grading Guidance:**

* All standards assessed in Module 1 will be assessed again in later units. (See checklist on page 4.)

**Updates**

* Rubrics, checklists, and score sheets have been updated for 2015-2016.
* Score Sheets combine scores for standards in each domain, allowing one score to be entered per domain per assessment rather than a grade per topic.
  + Score Sheets are included for use with Homeroom Data Entry. Schools have been provided with support for data entry. Check with your principal to learn the procedure in your school.
  + Score Sheets may also support with grading, allowing one grade book entry per domain. However, you may also wish to enter each topic score separately. Either method provides valuable information about student progress toward standards.

**Advance Preparation for Assessments**

**Mid Module:**

* Topic A: Module 1 Assessment Picture Cards (cut)
* Topic B: Module 1 Assessment Picture Cards (cut), sorting mat
* Topic C: 10 linking cubes
* Topic D: Sort from Topic B (remove one identical bear for this assessment task so you have 5 toys and 3 school items), Numeral Writing Sheet

**End of Module:**

* Topic E: 10 linking cubes
* Topic F: 12 linking cubes, “Woods” template
* Topic G: 5-group cards (Lesson 7 template, numeral side: 7, 8, and 9), 5-group card (Lesson 7 Template, dot side: 4), 10 cubes
* Topic H: 5-group cards (Lesson 7 Template) 10 counting objects, Personal White Board

**Kindergarten Common Core State Standards Checklist by Module**

This grade-level chart provides an at-a-glance view of when each standard is addressed. Shaded boxes indicate standards assessed in Module 1. Some standards may be assessed again in later modules. *Note that standards included in major clusters are followed by an asterisk (\*)*. Please refer to the Curriculum Overview of *A Story of Units* for a curriculum map and detailed grade-level descriptions including a summary of the year, a rationale of the module sequence, and a standards alignment chart.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| CCSS | | KINDERGARTEN MODULES | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 |
| K.CC | 1\* |  |  |  |  | X |  |
| 2\* |  |  |  |  | X |  |
| 3\* | X |  |  |  | X |  |
| 4a\* | X |  |  |  | X |  |
| 4b\* | X |  |  |  | X |  |
| 4c\* | X |  |  |  | X |  |
| 4d\* |  |  |  |  |  | X |
| 5\* | X |  |  |  | X |  |
| 6\* |  |  | X |  |  |  |
| 7\* |  |  | X |  |  |  |
| K.OA | 1\* |  |  |  | X |  |  |
| 2\* |  |  |  | X |  |  |
| 3\* | X |  |  | X |  |  |
| 4\* |  |  |  | X |  |  |
| 5\* |  |  |  | X |  |  |
| K.NBT | 1\* |  |  |  |  | X |  |
| K.MD | 1 |  |  | X |  |  |  |
| 2 |  |  | X |  |  |  |
| 3 | X | X |  |  |  |  |
| K.G | 1 |  | X |  |  |  |  |
| 2 |  | X |  |  |  |  |
| 3 |  | X |  |  |  |  |
| 4 |  | X |  |  |  | X |
| 5 |  |  |  |  |  | X |
| 6 |  |  |  |  |  | X |

**Kindergarten Module 1: Mid-Module Assessment Task**

Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Date 1** | **Date 2** | **Date 3** |
| **Topic A** |  |  |  |
| **Topic B** |  |  |  |
| **Topic C** |  |  |  |
| **Topic D** |  |  |  |

Topic A: Attributes of Two Related Objects

Rubric Score: \_\_\_\_\_\_\_\_\_\_\_Time Elapsed \_\_\_\_\_\_\_\_\_\_\_\_

Materials: (S) Module 1 Assessment Picture Cards, cut out

T: **(1)** (Identify the pictures as you place them in a row before the student.) Show me the pictures that are exactly the same.

T: **(2)** How are they exactly the same?

T: **(3)** Show me something that is *the same but* a little different.

T: **(4)** Use your words, “They are the same, but…” to tell me how the bears are different.

|  |  |
| --- | --- |
| What did the student do? | What did the student say? |
|  |  |

Topic B: Classify to Make Categories and Count

Rubric Score: \_\_\_\_\_\_\_\_\_\_\_Time Elapsed \_\_\_\_\_\_\_\_\_\_\_\_

Materials: (S) Module 1 Assessment Picture Cards, cut out; sorting mat

T: (Place all of the cards before the student.) (**1)** Please sort the pictures into two groups on your sorting mat. **(2)** After sorting, have the student explain her reasoning.

T: (Point to the objects that went in the backpack.) **(3)** Count the things are in this group. (Look for the answer “3” rather than “1, 2, 3.” If the student recounts to find the answer, ask again.)

Set the sort aside for the Topic D assessment.

|  |  |
| --- | --- |
| What did the student do? | What did the student say? |
|  |  |

Topic C: Numerals to 5 with Different Configurations, Math Drawings, and Expressions

Rubric Score: \_\_\_\_\_\_\_\_\_\_\_Time Elapsed \_\_\_\_\_\_\_\_\_\_\_\_

Materials: (S) 10 linking cubes

T: (Put 5 loose cubes in front of the student.) **(1)** Whisper count as you put the cubes into a line. How many cubes are there?

T: (Move the cubes into a circle.) **(2)** How many cubes are there?

T: (Scatter the cubes.) **(3)** How many cubes are there?

T: **(4)** Please show this (show 2 + 1) using your cubes. (**(5)** Have the student explain what she does. We might expect the student to make a linking cube stick of 3 and break it into two parts.)

|  |  |
| --- | --- |
| What did the student do? | What did the student say? |
|  |  |

**Topic D: The Concept of Zero and Working with Numbers 0–5**

Rubric Score: \_\_\_\_\_\_\_\_\_\_\_Time Elapsed \_\_\_\_\_\_\_\_\_\_\_\_

Materials: (S) Sort from Topic B (remove one identical bear for this assessment task so that you have 5 toys and 3 school items), numeral writing sheet.

Note: Arrange the pictures as shown to the right. This arrangement is intended to give the student the opportunity to see 5 as *3 and some more*, without recounting all.



T: **(1)** How many things for school do you see? (Point to the top row.)

T: (Point to the second row.) **(2)** These are things we don’t usually bring to school. How many are in this group? (Note if the student recounts all or determines the set of 5 using the set of 3 in any way.) **(3)** How do you know it is 5?

T: **(4)** How many cats are shown here?

T: **(5)** Write your numbers in order from 0 to 5. (Note reversals, if any.)

T: **(6)** Write the number that tells how many toys there are.

|  |  |
| --- | --- |
| What did the student do? | What did the student say? |
| Did the student show evidence of subitizing or recognizing embedded numbers, seeing 5 as 2 and 3 or 4 and 1? |  |

**Kindergarten Module 1: Mid-Module Assessment Task Score Sheet**

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency.* In this chart, this progress is presented from left to right.  The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”.  These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

| Score Key: A Progression of Learning | | | |
| --- | --- | --- | --- |
| Little or no evidence of reasoning with an incorrect answer.  (1 Point) | Evidence of some reasoning with an incorrect answer.  (2 Points) | Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (3 Points) | Evidence of solid reasoning with a correct answer.  (4 Points) |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Module 1: Mid-Module Assessment** | | | | | | | | | | | | |
| **Domain** | | | | | | | | **Standards** | | | | |
| Topic | Counting and Cardinality | | Operations and Algebraic Thinking | | | | Measurement and Data | | K.CC.3 | K.CC.4 | K.CC.5 | K.OA.3 | K.MD.3 |
| A |  | |  | | | | 1 2 3 4 | |  |  |  |  | X |
| B | 1 2 3 4 | |  | | | | 1 2 3 4 | | X |  |  |  | X |
| C | 1 2 3 4 | | 1 2 3 4 | | | | 1 2 3 4 | |  | X | X | X | X |
| D | 1 2 3 4 | |  | | | |  | | X | X | X |  |  |
|  | | | |  |  | |  | |  |  | | | |
| Domain  Score | Counting and Cardinality | | Operations and Algebraic Thinking | | | | Measurement and Data | |  |  | | | |
| Total Points |  | |  | | | |  | |  |
| Level | 4 | 11-12 pts. | 4 | | | 4 pts. | 4 | 11-12 pts. |  |
| 3 | 9-10 pts. | 3 | | | 3 pts. | 3 | 9-10 pts. |  |
| 2 | 5-8 pts. | 2 | | | 2 pts. | 2 | 5-8 pts. |  |
| 1 | 3-4 pts. | 1 | | | 1 pt. | 1 | 3-4 pts. |  |  | | | |

Note: For more information about standards assessed in this module, see back of this score sheet.

Note: The lowest rubric score is 1. Therefore, any student scoring at Level 1 for each assessment item will be assigned some points. This translates to a score of Level 1 in the grade book.

**Kindergarten Module 1: Mid-Module Assessment Task Score Sheet (continued)**

|  |
| --- |
| Kindergarten Module 1: Mid-Module Assessment Task (Topics A–D)  Clusters and Standards Addressed |
| **Know number names and the count sequence.**  K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).  Count to tell the number of objects.  K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.  a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.  b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.  **K.CC.5** Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.  Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.  K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).  Classify objects and count the number of objects in each category.  K.MD.3 Classify objects into given categories; count the numbers of objects in each category by count. (Limit category counts to be less than or equal to 10.) |

**Kindergarten Module 1: Mid-Module Assessment Task Rubric**

| Kindergarten Module 1 Mid-Module Assessment: A Progression of Learning | | | | |
| --- | --- | --- | --- | --- |
| Assessment  Task Item | STEP 1  Little evidence of reasoning without a correct answer.  (1 Point) | STEP 2  Evidence of some reasoning without a correct answer.  (2 Points) | STEP 3  Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (3 Points) | STEP 4  Evidence of solid reasoning with a correct answer.  (4 Points) |
| **Topic A**  K.MD.3 | The student correctly answers **0** of the four parts. | The student correctly answers **1-2** of the four parts. | The student correctly answers **3** of the four parts. | The student correctly answers **4** of the four parts. (See below.) |
| 1. Identifies the two large bears as being identical. 2. Identifies similarities of the bears by attribute (size, color, type, etc.). 3. Identifies one large bear and the small bear as being *the same but a little different.* 4. Explains using words how the two bears differ either based on size or shade.   (ELLs may point to express their insights and gain a score of 3 if you feel assured of their understanding.) | | | |
| **Topic B**  K.CC.4a  K.CC.4b  K.MD.3 | The student correctly answers **0** of the 3parts. | The student partially answers **parts 1 and 2**, **and recounts to answer part 3.** | The student correctly answers **part 1 *or* part 2, and part 3.** | The student correctly answers **3** of the three parts. (See below.) |
| 1. Sorts the pictures into two distinct categories. 2. Provides a reasonable explanation outlining the sorting categories and why the items belong (i.e., things we keep at home, things we need to bring to school). 3. The student is able to answer ‘3’ without recounting. | | | |
| **Topic C**  K.CC.4a  K.CC.4b  K.CC.5  K.OA.3  K.MD.3 | The student correctly answers **0** of the five parts. | The student correctly answers **part 1, recounts for both parts 2 and 3, and is unable to complete parts 4 and 5**. | The student correctly answers **part 1, recounts on part 2 *or* part 3, and correctly answers part 4 *or* part 5.** | The student correctly answers **5** of the five parts. See below. |
| 1. Arranges and counts 5 cubes into a line. 2. Identifies 5 cubes in a circle without recounting. 3. Identifies 5 cubes in a scattered configuration without recounting. 4. Breaks apart 3 to show the decomposition of 3 as 2 and 1 or 1 and 2. 5. Explains the decomposition. | | | |
| **Topic D**  K.CC.3  K.CC.4a  K.CC.4b  K.CC.5 | The student correctly answers **0-1** of the six parts. | The student correctly answers **2-3** of the six parts. | The student correctly answers **4-5** of the six parts. | The student correctly answers **6** of the six parts. (See below.) |
| 1. Identifies 3 items in the “school” category. 2. Identifies 5 items in the “toy” category. (Counting all in the toy category is acceptable.) 3. Explains how she knows there are 5 items. 4. Identifies 0 cats. 5. Writes numerals 0-5. 6. Writes the number 5. | | | |

**Kindergarten Module 1: End-of-Module Assessment Task**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Date 1** | **Date 2** | **Date 3** |
| **Topic E** |  |  |  |
| **Topic F** |  |  |  |
| **Topic G** |  |  |  |
| **Topic H** |  |  |  |

Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Topic E: Working with Numbers 6–8 in Different Configurations

Rubric Score Time Elapsed

Materials: (S) 10 linking cubes (or other familiar classroom object)

T: **(1)** Please count 6 linking cubes and put them in a row. (Pause.) Write the numeral 6.

T: (Arrange 7 cubes in a circular configuration.) **(2)** Please count the cubes. (Pause.) Write the numeral 7. **(3)** Show me the 5-group that’s hiding in this group of cubes.

T: (Arrange 8 cubes into an array of 4 and 4). **(4)** How many cubes are there now? (Pause.) **(5)** How did you know there were that many?

|  |  |
| --- | --- |
| What did the student do? | What did the student say? |
|  |  |

Topic F: Working with Numbers 9–10 in Different Configurations

Rubric Score: \_\_\_\_\_\_\_\_\_\_\_Time Elapsed \_\_\_\_\_\_\_\_\_\_\_\_

Materials: (S) 12 linking cubes (or other familiar classroom object), “woods” template.

T: Now let’s pretend these cubes are bears! **(1)** Show me this problem: There were six bears who were eating leaves here in the woods. (Pause.) Three more bears came over to snack on some leaves. How many bears were eating leaves in the woods?

T: **(2)** Use your words to tell me how you figured out the problem.

T: **(3)** Write the number that tells how many bears there are eating leaves.

T: **(4)** Another bear came. Show me the bears now. How many bears is that? Write that number.

|  |  |
| --- | --- |
| What did the student do? | What did the student say? |
|  |  |

Topic G: *One More Than* with Numbers 0–10

Rubric Score: \_\_\_\_\_\_\_\_\_\_\_Time Elapsed \_\_\_\_\_\_\_\_\_\_\_\_

Materials: (T) Numeral and dot cards (EOM Assessment Task Template), 10 cubes

T: (Hold up the card showing 4 dots.) **(1)** Use the cubes to show me the number of cubes that is   
1 more than this.

T: (Hold up the card showing the numeral 6.) **(2)** Use the number cards to show me the numeral that’s   
1 more. How did you learn that?

T: **(3)** Put these numeral cards in order from smallest to greatest. (Hand the students the 7, 8 and 9 cards out of order).

|  |  |
| --- | --- |
| What did the student do? | What did the student say? |
|  |  |

**Topic H: *One Less Than* with Numbers 0–10**

Rubric Score: \_\_\_\_\_\_\_\_\_\_\_Time Elapsed \_\_\_\_\_\_\_\_\_\_\_\_

Materials: (T) Numeral and dot cards (EOM Assessment Task Template), 10 counting objects,

T: (Place 10 objects in an array of two 5-groups.) **(1)** How many objects are there? (Note how the student counts.) Show 1 less. Write how many you have now.

T: (Put the number cards in order from 10 to 1. Turn over the numbers 9, 7, 5, and 2.) **(2)** Touch and tell me the hidden numbers. Don’t turn over the cards, though!

T: (Place the 9, 7, 5, and 2 dot cards in a line out of order.) **(3)** Match the dot cards to the hidden numbers. Turn over the hidden card when you are sure you have matched it.

|  |  |
| --- | --- |
| What did the student do? | What did the student say? |
|  |  |

**Kindergarten Module 1: End-of-Module Assessment Task Score Sheet**

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency.* In this chart, this progress is presented from left to right.  The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”.  These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

| Score Key: A Progression of Learning | | | |
| --- | --- | --- | --- |
| Little or no evidence of reasoning with an incorrect answer.  (1 Point) | Evidence of some reasoning with an incorrect answer.  (2 Points) | Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (3 Points) | Evidence of solid reasoning with a correct answer.  (4 Points) |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Module 1: End-of-Module Assessment** | | | | | | | | | |
| **Domain** | | | | **Standards** | | | | | |
| Topic | Counting and Cardinality | | | | K.CC.3 | K.CC.4 | | K.CC.5 | | |
| E | 1 2 3 4 | | | | X | X | | X | | |
| F | 1 2 3 4 | | | | X | X | | X | | |
| G | 1 2 3 4 | | | |  | X | | X | | |
| H | 1 2 3 4 | | | |  | X | | X | | |
|  | | |  |  | | |  | |  |  | |
| Domain  Score | Counting and Cardinality | | | |  |  | | | | |
| Total Points |  | | | |  |
| Level | 4 | 14-16 pts. | | |  |
| 3 | 10-13 pts. | | |  |
| 2 | 6-9 pts. | | |  |
| 1 | 4-5 pts. | | |  |  | | | | |

Note: For more information about standards assessed in this module, see back of this score sheet.

Note: The lowest rubric score is 1. Therefore, any student scoring at Level 1 for each assessment item will be assigned some points. This translates to a score of Level 1 in the grade book.

**Kindergarten Module 1: End-of-Module Assessment Task Score Sheet (continued)**

|  |
| --- |
| Kindergarten Module 1: End-of-Module Assessment Task (Topics E–H)  Clusters and Standards Addressed |
| **Know number names and the count sequence.**  K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).  Count to tell the number of objects.  K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.  a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.  b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.  c. Understand that each successive number name refers to a quantity that is one larger.  **K.CC.5** Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. |

| Kindergarten Module 1 End-of Module Assessment: A Progression of Learning | | | | |
| --- | --- | --- | --- | --- |
| Assessment  Task Item | STEP 1  Little evidence of reasoning without a correct answer.  (1 Point) | STEP 2  Evidence of some reasoning without a correct answer.  (2 Points) | STEP 3  Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (3 Points) | STEP 4  Evidence of solid reasoning with a correct answer.  (4 Points) |
| **Topic E**  K.CC.3  K.CC.4a  K.CC.4b  K.CC.5  K.MD.3 | The student correctly answers **0** of the five parts. | The student correctly answers **1-2** of the five parts. | The student correctly answers **3-4** of the five parts. | The student correctly answers **5** of the five parts. (See below.) |
| **(1)** Counts the linking cubes and puts them in a row. Writes the number 6.  **(2)** Counts to 7 in the circular configuration, writes the number 7, and **(3)** identifies the 5-group.  **(4)** Counts 8 cubes and **(5)** gives a reasonable answer to how she knows there are 8 (e.g., “I counted all of the cubes one at a time,” or “I see 4 on top and 4 of the bottom, and I know 4 and 4 is 8.”). | | | |
| **Topic F**  K.CC.3  K.CC.4a  K.CC.4b  K.CC.5 | The student correctly answers **0** of the four parts. | The student correctly answers **1-2** of the four parts. | The student correctly answers **3** of the four parts. | The student correctly answers **4** of the four parts. (See below.) |
| **(1)** Solves the *put together with result unknown* problem, using cubes.  **(2)** Explains thinking citing the solution process.  **(3)** Writes the number 9 and **(4)** adds 1 more bear and says and writes *10*. | | | |
| **Topic G**  K.CC.4a  K.CC.4b  K.CC.4c  K.CC.2  K.CC.5 | The student correctly answers **0** of the three parts. | The student correctly answers **1** of the three parts. | The student correctly answers **2** of the three parts. | The student correctly answers **3** of the three parts. (See below.) |
| **(1)** Identifies the numeral 5 as 1 more than the 4 dots pictured on the dot card.  **(2)** Identifies 7 as 1 more than the numeral 6.  **(3)** Places 7, 8, and 9 in order. | | | |
| **Topic H**  K.CC.4a  K.CC.4b  K.CC.4c  K.CC.5 | The student correctly answers **0** of the three parts. | The student correctly answers **1** of the three parts. | The student correctly answers **2** of the three parts. \* | The student correctly answers **3** of the three parts. (See below.) \* |
| **(1)** Gives 10 as an answer. Shows 1 less by removing 1 object and writes and says 9.  **(2)** Identifies by touching the hidden number card and says 2, 5, 7, 9.  **(3)** Matches the dot cards to his corresponding hidden number card. Turns over the number cards after the dot cards are in place  \* Allow credit for part 2 with 1 error. (For example, student says 2, 6, 7, 9; student would earn the point for part 2.) | | | |